

Tên:

Lớp: S8...

Ngày làm bài: Thứ, ngày/.....



Đọc:

PET + FCE READING INTENSIVE

A. PET READING: PART 3

- Pre-reading: Discuss the questions below.

1. What do you think "The New Forest" is?
2. Who do you think Simon Finch is – a tourist, a scientist, or a student?
3. Do you think this text will describe a problem or a success story?

- Reading:

PART 3 Questions 11-15

For each question, choose the correct answer.

The New Forest by Simon Finch

Last week my school got the chance to take part in a week's work experience in The New Forest. We were helping a charity that protects and counts the ponies that live in The New Forest. It was really interesting work so I was excited to be able to take part. The ponies are free to go wherever they want to, which is wonderful, but it also puts them in danger sometimes. I stayed in a beautiful wooden hostel in the middle of the forest with some other charity workers. It was a basic building but warm and cosy and I got a free bed and food while I was working with the ponies. We shared a dormitory with eight beds in it, so at night we chatted to each other and I really got to know everyone.

One of the things that shocked me during my time in the forest was that tourists do not act responsibly in the forest. I can understand that they are excited about seeing the ponies and that they have come to enjoy the beautiful forest, but they don't understand that they shouldn't get too close to the ponies. This isn't because the ponies are dangerous. Actually, quite the opposite is true as they are usually very friendly. They will often

come up to tourists who are having a picnic and try to steal their food, which is really funny. The problem is that the ponies should not be encouraged to get too close to people in case they start to depend on them.

Unfortunately, many ponies are hit by cars every year. There are several roads that go through the forest and tourists drive way too fast. I don't think people realise that they are causing problems and there should be lots of notices everywhere, telling them how to behave near the ponies.

Generally, it was a wonderful experience and it has taught me that I want to study for a degree in animal behaviour. This is something I wouldn't have thought about before. I'll probably study in London as I love living in the city and I will definitely come and help in the forest again. I'm so happy that I spent the week working with the ponies. It was not only educational and interesting but a lot of fun, too.



11. Simon describes the accommodation

- A. as quite uncomfortable, having to share a room with others.
- B. as standard but inviting for guests.
- C. as unexpectedly modern and luxurious.
- D. as expensive, if one takes into account what was offered.

12. What was Simon's attitude towards tourists?

- A. He enjoyed talking to them about animal issues.
- B. He thought they should not be allowed in The New Forest anymore.
- C. He believed they needed to be more educated about the ponies.
- D. He tried to teach them about the wildlife in the forest but failed.

13. One of the problems ponies face is that

- A. people treat them very badly.
- B. they live in bad weather conditions.
- C. they die as a result of car accidents involving tourists.
- D. they are completely dependent on humans for their survival.

14. What effect has the experience had on Simon?

- A. He wants to live near the forest.
- B. He wants to study animals at university.
- C. He wants to buy a pony if he can afford to.
- D. He doesn't want to work with a charity again.

15. What might Simon say about his experience in The New Forest?

- | | |
|--|---|
| <p>A. After spending a week helping in The New Forest, I am more certain than ever that animals need our help and attention.</p> | <p>B. The New Forest is slowly being destroyed and this is why the government should try to protect it.</p> |
| <p>C. The wild ponies of The New Forest can be quite dangerous and tourists have to protect themselves from them.</p> | <p>D. I joined a project to ban all tourists from The New Forest in order to protect the wild ponies.</p> |

Reading Part 3 Exam Tips

- First, read quickly (skim) the text and get a general understanding of what the text is about. Now carefully read the text again word by word.
- Make sure that you work on one question at a time and carefully compare each option before selecting the right one.
- Have another look at the option you have chosen and check again that it does match the question.
- Questions 11 to 14 are in the same order as the information appears in the text.
- Question 15 looks at the overall meaning of the text.

B. FCE READING: PART 1

- Pre-reading: Put the following book genres into two columns: *Teens would like* vs *Teens wouldn't like*.

- | | |
|--------------|--------------------|
| • Romance | Science fiction |
| • War memoir | Historical fiction |
| • Self-help | Horror |

- Reading:

You are going to read an article about a list of books for teenage readers. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

World Book Day – the best teen reads

by Genny Haslett, 24, English literature teacher at Bathampton Secondary School

It is often suggested that teachers and librarians aren't pushing secondary school readers towards titles that challenge them enough, and so the organisers of World Book Day have announced a list which might provide some inspiration for anyone who's stuck for ideas. This list of popular books for young adults, voted for by 10,000 people across the UK, features a top 10 to 'shape and inspire' teenagers, and handle some of the challenges of adolescence.

All but one of the books have already been made into films, demonstrating that when a book makes it to the big screen, it often then acquires more readers thanks to the film's success. Of course, this isn't always the case, as with George Orwell's *1984*, where the rather mediocre film does not compare so favourably with the book's ability to conjure up a dark vision of life in a police state.

James Bowen's *A Streetcat Named Bob*, published in 2012, is one of the few relatively contemporary books here. It's also certainly for me the least predictable member of the list, but its extended stay on the bestseller list earned it – and its author – a devoted following. It is the touching story of Bob, the cat who helped a homeless man called James get his life back on track. Bob sits on James's shoulder and sleeps at his feet while he plays the guitar on the street, and soon becomes the centre of attention. What makes the story particularly powerful is that it is based on author James Bowen's real life.

Also on the list are J. K. Rowling's *Harry Potter* books. In this case it's actually the whole series rather than one particular title that makes the shortlist. Perhaps the judges struggled to agree which one book to pick. For me, the books are rather more pre-teen than the rest of the books on the list, which are aimed at a more mature readership.

But Harry Potter is a special case: as Harry gets older in each successive book in the series, the stories do become more complex and darker.



In a way, readers themselves grow up with Harry and his friends. Rowling asks some tough questions about standing up to authority, challenging 'normal' views and many other subjects close to teenage readers' hearts. This should get rid of the idea that the whole series is just for young kids. In actual fact, half of all *Harry Potter* readers are over the age of 35, but that's another story.

The list goes right back to the nineteenth century with Charlotte Brontë's great romance *Jane Eyre*, showing that some books never grow old, though the majority are twentieth-century works such as Anne Frank's heartbreaking wartime memoir *The Diary of a Young Girl*, which even now I find hard to get through without shedding tears. Personally, I would have swapped J. R. R. Tolkien's *The Lord of the Rings* for one of the many classics that didn't make the final selection, *Lord of the Flies* perhaps, William Golding's nightmare vision of schoolboys stuck on an island.

Of course there'll always be some choices we don't agree with, but that's what I think makes a list like this so fascinating. I've been using it with my class of 16-year-olds, and I got them to evaluate it and make other suggestions for what to include or how it could be changed. But what I hope can really make a lasting difference is if it stimulates them to try out writers on the list, perhaps ones they haven't come across before, and be introduced to new styles of writing.

- 31** What criticism does the writer make in the first paragraph?
- A** World Book Day has been poorly organised.
 - B** School librarians aren't working hard enough.
 - C** Teenagers are reading books that are too easy.
 - D** Teachers don't encourage pupils to read enough.
- 32** What point is made about books which are made into films?
- A** The best books tend to be made into films.
 - B** The film of a book makes more people read the book.
 - C** Many people prefer to watch a film than read the book.
 - D** It is useful to be able to compare the book and the film.
- 33** What does the writer suggest about *A Streetcat Named Bob*?
- A** She is surprised that it is on the list.
 - B** The book did not sell as well as it deserved to.
 - C** It is the most recently published book on the list.
 - D** It is the only autobiography on the list.
- 34** How does the writer justify the presence of the *Harry Potter* books on the list?
- A** The books' fame can help the list get more attention.
 - B** The later books in the series are more suitable for teenagers.
 - C** Teenagers should read books that they will also enjoy as adults.
 - D** It makes sense to have a whole series as well as individual books.
- 35** Which book does the writer feel shouldn't be on the list?
- A** *Jane Eyre*
 - B** *The Diary of a Young Girl*
 - C** *The Lord of the Rings*
 - D** *Lord of the Flies*
- 36** What does the writer intend to do?
- A** be more fully developed in future
 - B** prompt pupils to read more widely
 - C** enable pupils to write more effectively
 - D** provide a useful topic for discussion in class

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Ngày nộp bài: Thứ, ngày/.....



Ngữ pháp:

Độc:

Mini Test:

PET + FCE READING INTENSIVE

A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	lengthy (adj)	dài dòng, mất thời gian	4	combination (n)	sự kết hợp
2	demonstrate (v)	thể hiện, chứng minh	5	fulfil (v)	thực hiện, đạt được
3	feedback (n)	phản hồi			

*Note: *n = noun: danh từ; adj = adjective: tính từ; v = verb: động từ.*

*Con học thuộc nghĩa của từ, chính phát âm theo từ điển và chép mỗi từ 1 dòng vào vở ghi.

B. CLASSWORK

I. Circle the correct words to make questions with prepositions at the beginning for the underlined parts.

0. I went to the cinema with Evelyn.

→ With whom / **what** / **who** did you go to the cinema?

1. She borrowed this book from the school library.

→ From **where** / **which** / **when** place did she borrow this book?

2. That film was directed by a famous Japanese artist.

→ By **who** / **whom** / **what** was that film directed?

3. He sent the documents to the wrong person.

→ To **where** / **which** / **whom** did he send the documents?

4. She was talking about her childhood.

→ About **what** / **which** / **when** was she talking?

5. The students are listening to the speaker.

→ To **who** / **whom** / **what** are the students listening?

II. Complete the sentences using the correct forms of the verbs in the box.

see	know	find	speak	break	have
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0. If you found a wallet in the street, what would you do with it?

1. If he _____ a better laptop, he could work more efficiently.

2. She would travel more if she _____ English well.

3. If we _____ Anna at the library, we could ask her about the homework.

4. If you _____ that mirror, it would bring bad luck!

5. I'd feel more confident if I _____ what to do.

C. HOMEWORK

GRAMMAR

I. Complete the sentences. Choose from the box and put the verbs in the correct forms.

I (be) independent enough to live alone	people (understand) my body language
the majority (agree) with our plan	I (not feel) embarrassment when making mistakes
we (do) more revision before the exam	she (illustrate) her ideas with clear examples

0. I'd move to another city if **I were independent enough to live alone**.

- If _____, I wouldn't need to explain so much.
- I would give more speeches if _____.
- If _____, we could start it next week.
- We would get higher marks if _____.
- If _____, the audience would follow easily.

II. Write the missing words so that the second sentence means the same as the first.

- This is the chair which my grandfather used to sit on.*
→ *This is the chair **on which** my grandfather used to sit.*
- She's the colleague who I shared an office with during my internship.
→ She's the colleague _____ I shared an office during my internship.
- The envelope which the letter came in was torn.
→ The envelope _____ the letter came was torn.
- The country which this dish originated from is in the Middle East.
→ The country _____ this dish originated is in the Middle East.
- The man who the police were looking for escaped through the window.
→ The man _____ the police were looking escaped through the window.
- The topic which the students are writing essays about is controversial.
→ The topic _____ the students are writing essays is controversial.

III. Read the situations below and write a second conditional sentence to show an unreal situation in the present or future.

- You don't have wings, but you imagine flying.*
→ **If I had wings, I could fly.**
- You don't have a driver's license, but you imagine what it would be like.
→ _____.
- You don't speak Korean, but you imagine visiting South Korea.
→ _____.
- You aren't a famous actor, but you imagine what your life would be like.
→ _____.
- You don't own a pet tiger, but you imagine what it would be like.
→ _____.
- You aren't studying in another country, but you imagine what that experience would be like.
→ _____.

Lưu ý:

1. Khi làm bài tập có từ mới, các con phải tra từ điển. Sau khi tra từ điển, các con chép mỗi từ mới **1 dòng** để ghi nhớ.
2. Các con gạch chân các từ khoá chính trong bài.

You are going to read a magazine article about a girl who took part in a TV cooking competition. For questions **31–36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

A MEMORABLE EXPERIENCE

Sara Adelardi, 17, tells us about taking part in a TV cooking competition.

Since I was a child who stood in my grandmother's kitchen sniffing the delicious smell of freshly baked bread and homemade soups, I've known there is only one thing I want to do in life: cook. So, when I spotted an advert on a website inviting young people to apply for a TV cooking competition, there was little doubt I'd be first in line to take part. I thought 'This could be the beginning of my cooking career!'

The application process was far from straightforward, as I soon discovered. First, I had to fill in a lengthy form, detailing everything from how I became interested in cooking (that was the easy part), to things like what I hoped to get out of being part of the show (these were much trickier!). Once I'd got through that stage of the process, the next step was to cook a test dish for the show's judges: scary but exciting, too. If that was good enough, I'd be invited to take part in the four-week televised competition. One person, selected by the judges, would be voted out of the competition in each programme, until the winner was announced during the final.

Until I had to create a test dish, I'd been pretty positive about my cooking ability; I often cooked big meals for my family at the weekends, and my friends loved the little snacks I took into school for break times. But suddenly I found myself up against 11 other young people who'd been cooking for longer. Some of them – I'd known this might be the case – had even had part-time jobs as waiters, surrounded by top-class food prepared by professional chefs. Would I really be able to compete? As I stood at my counter in the test kitchen, ready to start cooking, I remembered my grandmother's advice: 'Stick to what you know best'.

The judges tasted each test dish, made a few notes, and sent us all home. Then the wait began. Had I made it to the televised competition? Eventually, the phone call came. I'd be in the first live programme of the series the following week! Our first challenge would be to make a meal with a selection of ingredients chosen by the judges.

It was impossible to know what they'd pick in advance, and I knew I'd just have to use my creativity on the day, but I was still desperate to do some preparation, and rushed straight to my parents' kitchen, pulling everything from the cupboards in a panic. All day I experimented with new flavour combinations, testing them out on my parents and sister. Most things they liked, some they didn't. What if the judges weren't keen on my dishes?

The day of the first programme dawned and suddenly there I was with the other competitors, waiting to be given our instructions. The lights were hot in the TV studio, but although I'd expected to be nervous about being filmed for a TV show, my excitement soon took over. I recognised all the ingredients spread out on the table in front of me and I was eager to get to work. I knew exactly what I was going to cook! My grandmother's words rang in my ears again. 'Keep it simple,' I thought, as I started chopping.

I didn't make it any further in the competition. The judges liked my dish and said I showed promise as a cook, but the other competitors were better on the day. I'd learnt a lot from seeing how they worked, and how imaginative their dishes were compared to mine, so I wasn't too disappointed. It had been a memorable experience, and confirmed in my mind that cooking was the career for me. Years of learning still lie ahead of me, but one day I'd love to own my own restaurant – and help other young people fulfil their dreams too!



- 31 What is the writer's purpose in the first paragraph?
- A to highlight the writer's relationship with her grandmother
 - B to describe the kinds of meals that the writer enjoyed cooking
 - C to help readers identify with the writer's ambitious character
 - D to explain why the competition appealed to the writer
- 32 What does the writer say about applying for the competition in the second paragraph?
- A It took much longer than she had hoped it would.
 - B She found it challenging to answer some of the questions.
 - C The process was as complicated as she had expected it to be.
 - D She discovered details about the competition which she did not like.
- 33 How did the writer feel after she met the other competitors for the first time?
- A confident that she had the necessary skills to do so
 - B determined to use the advice that she had been given
 - C concerned that they would be better at cooking than she was
 - D surprised by how much experience some of them had
- 34 When it was confirmed that the writer would be taking part in the televised competition, she
- A decided to practise making some of her favourite recipes.
 - B knew there was little point trying to guess what she'd have to do.
 - C asked her family to make suggestions about what she should cook.
 - D felt she ought to find out about ingredients she didn't ordinarily use.
- 35 On the first day of the competition, the writer says she felt
- A keen to get on with the task before her.
 - B anxious about appearing on camera.
 - C relieved to have ideas about what to cook.
 - D grateful for the family support she had received.
- 36 What does *it* refer to in line 70?
- A the judges' feedback
 - B her time at the studio
 - C other competitors' food
 - D a feeling of disappointment